

**N431 Adult Health II**  
**TEACHING PLAN INSTRUCTIONS AND EVALUATION**

STUDENT NAME: \_\_\_\_\_ Marianne Florido \_\_\_\_\_

Date: 07/7/20

Use the format page included for preparing the written component of the teaching plan. Students will be evaluated on the written plan (15 points) and on the presentation of the teaching plan (10 points). Total Points possible = 25 points.

SCORE

I. Evaluation of the **written component**

**Assessment of patient/client**

**(3 points)**

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- Prior knowledge of subject to be taught
- Determine patient's motivation to learn content
- Health beliefs/values
- Psychosocial adaptations/adjustment to illness
- Compliance with health care protocols
- Assess patient's ability to learn
- Developmental level
- Physical capabilities/health status
- Language skills/literacy
- Level of education

**Nursing Diagnosis Identified**

**(1 point)**

**Planning**

**(3 points)**

\_\_\_\_\_

State objectives and outcomes: Include at least one from each learning domain:  
Cognitive, Affective & Psychomotor

**Interventions**

**(2 points)**

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List the content to be included in instruction. Be specific and accurate.

- Logical sequence.
- Simple to complex.
- Organized

**Methods/Teaching Tools**

**(2 points)**

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Instructional methods to be used:  
Examples are: Discussion  
                  Question & Answer  
                  Demonstration/Return Demonstration  
                  Strategies to keep patient's attention  
                  Methods to include patient in teaching/participation

**Evaluation**

**(3 points)**

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Determine achievement of learning objectives based on expected outcomes. Identify strengths/weaknesses, Suggest modifications to plan; i.e. what would have made it better

**References Listed in APA format.**

**(1 point)**

**TOTAL CONTENT**

\_\_\_\_\_/15

II. Evaluation of **teaching presentation**

**(10 points)**

\_\_\_\_\_/10

Introduction of content, Patient put at ease, Eye contact,  
Clear speech and organized presentation, Environment conducive to learning,  
Family included, Accuracy of info, Validation of learning status, Use of teaching aids,

Appropriate non-verbal body language etc.

Date Submitted: \_\_\_\_\_

**Total points**

\_\_\_\_\_/25

### N303 Adult Health II TEACHING PLAN

Student Name:   Marianne Florido  

Subject   Proper Insulin  

Administration \_\_\_\_\_

Nursing Diagnosis: Deficit Knowledge related to unfamiliarity with proper insulin administration

<b>Relevant Assessment Data</b> (see instructions)	<b>Patient Outcomes</b> (see instructions re: 3 domains of learning)	<b>Teaching Outline</b> (be specific and use a logical sequence)	<b>Teaching Tools</b> (see instructions)	<b>Evaluation</b> (see instructions)
<p>Patient is a 42 year old female that had no prior knowledge of discharge information regarding insulin injections. Patient is alert and orientated times three. She is very motivated to learn the insulin injection information provided to her because she wants to be able to manage her diabetes properly. This patient was African American with no other family available to be at bedside during this time. Patient asked only a few questions and nurse responded with appropriate answers. This patient was hospitalized for only three days. Patient is looking forward to returning home and to work. Pt works as a hostess for a restaurant in a hotel. This patient understands her current diabetes condition. Patient was provided with Lipptincott educational information on insulin injections. This patient has graduated high school and has some college. Patient was</p>	<p><b>Cognitive Objective:</b> To remember, understand, and apply the information taught to her about insulin administration. This is being taught for diabetes management at home.</p> <p><b>Cognitive Outcome:</b> This patient vocalizes an understanding of all the information given to her to help with her diabetes management. She expressed feelings of wanting to better management her diet in relation to her diabetes diagnosis.</p> <p><b>Affective Objective:</b> Patient seems more than willing to participate and demonstrates a willingness to make a change for the better.</p> <p><b>Affective Outcome:</b> Patient was very respectful and willing to participate in learning about insulin injections. Patient was willing to learn more information and understand the importance of the insulin administration..</p> <p><b>Psychomotor Objective:</b> Patient is able to take her own glucose level with her</p>	<p>After you leave the hospital you should:</p> <ul style="list-style-type: none"> <li>-Glucose monitoring as directed</li> <li>-Take insulin as directed by the physician</li> <li>-Supplies alcohol swab, insulin injection needle syringe, (water for demonstration purposes only) small gauze pad, and one orange</li> <li>-Patient able to demonstrate pulling up a proper amount of insulin in the syringe</li> <li>-Patient to find location on abdomen for injection site.</li> <li>-To prevent infections and ensure a clean injection site patient used alcohol to swab the area prior to injection</li> <li>-Preferably insulin can be given in the abdomen to help promote absorption/other available sites were illustrated on educational information</li> <li>-Patient instructed to use a 45 degree angle injection technique holding the needle insert straight into pinched up skin and push plunger all the way in to ensure accuracy for insulin administration</li> <li>-Patient demonstrated proper removal of needle and capping of needle</li> <li>-Patient to follow up after removal of needle with gauze pad or cotton ball to cover injection site if needed afterwards</li> <li>proper disposal of syringe and needles is important</li> <li>-Patient given educational information nurse explain in detail other information in regards to insulin administration in relation to diabetes to ensure proper technique is followed and patient understands the importance of this procedure to gain and maintain control of her diabetes.</li> <li>-Patient instructed to contact primary care physician if you have pain or unusual bleeding or large amounts of bruising at injection sites. Nurse explained some malfunctions can occur or simple questions</li> </ul>	<p>The patient was provided with an educational informational packet describing insulin injections along with information on sites for the injections and proper diabetes management. Patient also was given safety information in regards to sharps containers and places needles can be turned in after use for proper disposal. Nurse also explained the importance of rotation of sites of injection</p> <p>Nurse described information in educational documents about the Signs and Symptoms of hypoglycemia such as nervousness, hunger, shakiness, weakness which can be caused by too much insulin, too</p>	<p>Patient clearly was able to meet goals of the teaching plan. Patient understood directions and responded to prompting and cues during demonstrations. Self administration techniques were correctly demonstrated as well. Patient seems to understand the importance of the situation regarding her diabetes. Patient states she will be more careful selecting foods as well as drinks along with observation of product labels. Strengths on my teaching plan include discussing insulin injections in relation to the proper care and management of diabetes. The patient seemed very confident in her ability to give herself injections of insulin. The patient was very open to learning and asked a few questions such as about give herself a shot in the arm. Patient was able to complete demonstrating ability to give injection to self three times to ensure accuracy. Patient states she will follow up with provider and keep a journal of her accuchecks. A food journal is always another way to help the provider understand more ways for</p>

<p>able to understand information provided and able to read the content information as directed.</p> <p><b>Reference</b></p> <p>Hinkle, J. L., &amp; Cheever, K. H. (2014). <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i> (14th ed.). Lippincott Williams &amp; Wilkins.</p>	<p>own personal glucose monitor patient does express willingness to better manage her diabetes when leaving the hospital. This is to help ensure proper amount of insulin is given with injection.</p> <p><b>Psychomotor Outcome:</b> Patient is physically capable of taking blood glucose and monitoring her diet for her diabetes management. Patient to be able to maintain accurate glucose monitoring and maintain ability to give insulin injections properly as prescribed by the provider.</p>	<p>may present themselves. It is important to notify and communicate with her provider or if it is a question regarding insulin a pharmacy may be helpful as well.</p> <p><b>References</b></p> <p>Hinkle, J. L., &amp; Cheever, K. H. (2014). <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i> (14th ed.). Lippincott Williams &amp; Wilkins.</p>	<p>much exercise, and not enough food</p>	<p>the patient to be compliant with her diabetes regimen. Patient stated she has a plan to do that when she returns home. Patient believes this will be helpful to gain better control of her current health situation. Patient to understand of the importance of proper disposal of needles in sharps containers and locations in which the sharps containers can be turned in at certain locations. Examples were given such as the local CVS or Walgreens.</p>
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**Reference(s):**

Hinkle, J. L., & Cheever, K. H. (2014). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14th ed.). Lippincott Williams & Wilkins.